

1. Engagement and responsiveness

3a. Adults and children are engaged in the current activity

Quality indicators:

- Adults are aware of what is happening in the classroom.
- There is a balance of teacher directed and child directed activities.
- Children have the opportunity to make choices and teachers **facilitate** their learning, allowing the children to lead, during this time.
- Teachers check email, work on the computer, or use the cell phone during designated planning times.
- Teachers are having conversations with children and are genuinely interested in the lives of the children.



Questions to ask:

- ✓ *When do you allow children to make choices?*
- ✓ *How do you facilitate, rather than direct, instruction?*
- ✓ *When do you have conversations with children?*



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Plan lessons that address varying needs for extended and guided practice, hands-on activities, and real-life, visual, and photo connections.
- Classroom adults provide feedback, redirection, and supports as needed.
- Classroom adults are observant of children's engagement for purposes of providing support and progress monitoring

[Visuals for Supporting Instruction](#)

[Noticing Student Engagement \(Marzano document\)](#)

[Environments that Invite Learning](#)

[Encouraging Participation in Shared Reading](#)

Targeted/Specialized Supports

- Provide adaptations and modifications as needed to assist children in staying engaged and participating.
- Include multi-sensory activities related to lessons and themes in centers and activity areas.
- Ensure that children are given varying modes to respond to activities, questions, and books.

[TATS-Talks-about-Supports-and-Adaptations](#)

[Zoning the Room for Increased Engagement](#)

[TATS Talks - Supporting Communication and Literacy](#)

[Embedding Individualized Instruction](#)

Intensive Interventions

- Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials.
- Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.

[Accommodations for Supporting Children in Art and Fine Motor](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

[Using Adapted Books to Encourage Participation and Teach Core Words](#)

[Adapting Activities and Materials for Young Children with Disabilities](#)